

# STUDENT BOOK ANSWER KEYS

## Unit 1 What's in a Name?

### Vocabulary Preview, Part A, page 2

Possible Answers:

1. place from which something comes
2. the grandfather, the father, and the son
3. short
4. always popular
5. related to being male or female
6. the range (that something deals with)
7. picture
8. something related to everywhere in the world
9. like or respect
10. remember

### Vocabulary Preview, Part B, pages 2–3

- |                 |                 |
|-----------------|-----------------|
| 1. gender       | 6. brief        |
| 2. keep in mind | 7. origin       |
| 3. scope        | 8. image        |
| 4. admire       | 9. classic      |
| 5. universal    | 10. generations |

### Listening for Main Ideas, Part B, page 5

1. c 2. a 3. c 4. a 5. c 6. b

### Listening for Details, Part B, page 6

Possible Answers:

1. given
2. Biblical
3. John Walker II
4. "II" is not used with girls' names
5. successful . . . either gender
6. place
7. John Hill
8. Baker
9. Haddad . . . Herrera
10. red

### Using Your Notes, Part B, page 7

Possible Answers:

- |                 |                        |
|-----------------|------------------------|
| 1. universal    | 8. place names         |
| 2. given        | 9. patronymics         |
| 3. friend       | 10. added names        |
| 4. family       | 11. occupational names |
| 5. generation   | 12. Bridges            |
| 6. successful   | 13. Robertson          |
| 7. they like it | 14. Biggs              |

15. Miller
16. Smith
17. Haddad

18. Herrera
19. Schmidt

## Unit 2 English: A Global Language?

### Vocabulary Preview, Part A, page 10

1. h 2. i 3. c 4. a 5. g  
6. j 7. e 8. d 9. f 10. b

### Vocabulary Preview, Part B, pages 10–11

- |               |                 |
|---------------|-----------------|
| 1. fluent     | 6. communicate  |
| 2. decline    | 7. acknowledge  |
| 3. contact    | 8. Nevertheless |
| 4. proficient | 9. official     |
| 5. replaced   | 10. facilitate  |

### Vocabulary Preview, Part C, page 11

Verb	Noun (person)	Noun
facilitate	facilitator	facilitation
communicate	communicator	communication
create	creator	creation
educate	educator	education

### Listening for Main Ideas, Part B, page 13

1. b 2. c 3. b 4. a 5. c

### Listening for Details, Part B, page 14

(Note: Some corrected statements may vary.)

1. There are ~~3.5~~ billion people in the world who study English every year.
2. The European Union uses English <sup>and French</sup> in its meetings.
3. More than <sup>75</sup> ~~175~~ countries use English as their official language.
4. The speaker says that <sup>most</sup> ~~all~~ Internet users know English.
5. <sup>About 5 percent of the</sup> ~~Most~~ people in India speak English, one of the official languages.

6. Airspeak is a good example of using English for ~~daily~~ <sup>specific situations</sup> ~~communication at home~~.
7. The speaker believes that English will ~~no longer~~ <sup>continue to</sup> be the main language used in international settings.
8. The speaker believes that English will ~~replace~~ <sup>not</sup> other languages.

### Using Your Notes, Part B, page 14

Sample Answers:

1. The speaker means a "global language" is a language used by everyone for daily communication.
2. English is used in international sporting events, scientific meetings, international business meetings, and places related to travel.
3. English is not replacing other languages for daily communication. Also, many people speak it for specific purposes but are not fluent.

## Unit 3 High Anxiety: Phobias

### Vocabulary Preview, Part A, page 18

Possible Answers:

1. goal
2. study of the mind and how it works
3. very strong
4. able to think clearly; not emotional
5. show
6. take care of; cure
7. features or qualities
8. started to have
9. common; usual
10. categorized

### Vocabulary Preview, Part B, page 18

1. e 2. c 3. b 4. f 5. g
6. j 7. a 8. i 9. h 10. d

### Listening for Main Ideas, Part B, page 21

Check these ideas: 2, 3, 4, 5, 8, 9

### Listening for Details, Part B, page 22

1. d 2. b 3. e 4. a 5. c
6. g 7. i 8. j 9. f 10. h

### Using Your Notes, Part B, page 23

Sample Answers:

1. A phobia is an extreme fear.
2. A phobia is an extreme fear. Also, it is difficult to control. Furthermore, it may last for a long time.
3. Phobias are classified using Greek and Latin words. Cynophobia is the fear of dogs, and aerophobia is the fear of airplanes.
4. One theory is that phobias are learned. The other theory is that phobias are a sign of a deeper psychological problem. Followers of both theories try to help patients change their behavior. Followers of the second theory also try to identify and treat the deeper problem.

## Unit 4 TV: What We Watch

### Vocabulary Preview, Part A, pages 27–28

1. b 2. c 3. b 4. a 5. b
6. a 7. c 8. b 9. a 10. b

### Vocabulary Preview, Part B, page 28

1. exceed 6. expanded
2. bond 7. loyal
3. options 8. similar
4. monitor 9. welfare
5. quote 10. episode

### Vocabulary Preview, Part C, page 29

Noun	Verb	Adjective	Adverb
extension	extend	extensive	extensively
definition	define	defining/definitive	definitively
theme		thematic	thematically
contribution	contribute	contributing	

### Listening for Main Ideas, Part B, page 31

1. c 2. a 3. b 4. c 5. b 6. c

### Listening for Details, Part B, page 32

Possible Answers:

1. six 5. continues
2. forget about 6. number of episodes
3. TV culture 7. love
4. game shows and reality shows 8. have a character get shot

### Using Your Notes, Part A, page 33

1. TV culture
2. Nielsen Media Research

3. Universal themes
4. People identify with the characters
5. Evening TV
6. Seinfeld

### Using Your Notes, Part B, page 34

Sample Answers:

1. The phrase means that much of our culture is defined by TV. Examples include our food, our clothes, our hairstyles, and our topics of conversation.
2. One characteristic is that each episode involves the same main characters. Another characteristic is that the story continues for many episodes.
3. It is popular because it centers on people's everyday concerns, such as love, money, work, and family. As a result, viewers identify with the characters.

## Unit 5 Learning Differently

### Vocabulary Preview, Part A, page 37

Possible Answers:

1. difficulties
2. got a quality or appearance from the parents
3. saying what you think
4. give something
5. focus attention
6. exactly the same
7. proved
8. try to stop something
9. easily changed
10. slowly go somewhere

### Vocabulary Preview, Part B, pages 37–38

1. b
2. a
3. b
4. c
5. a
6. a
7. b
8. c
9. a
10. c

### Vocabulary Preview, Part C, page 38

Circle the following words: unimportant, unappetizing, nonstandard, inattentive, illiterate, nonvisual, incorrectly

### Listening for Main Ideas, Part B, pages 40–41

1. b
2. a
3. b
4. b
5. c
6. c

### Listening for Details, Part B, page 41

1. d
2. c
3. a
4. b
5. h
6. e
7. g
8. f

### Using Your Notes, Part A, page 42

1. I
2. F
3. I
4. F
5. I
6. F

### Using Your Notes, Part B, page 42

Sample Answers:

1. Three examples are difficulty paying attention, difficulty reading and writing, and difficulty following directions.
2. Dyslexic children often have difficulty in school because they learn differently from other children. Their teachers sometimes think they are lazy and not trying.
3. Dr. Levinson's theory is that dyslexic brains cannot receive and process signals correctly. The signals drift, the children can't tune in the right "channels," and learning difficulties result.

## Unit 6 Immigration: Bound for the United States

### Vocabulary Preview, Part A, page 46

Possible Answers:

1. forever
2. done willingly
3. not allowed
4. live
5. permitted
6. for a period of time with no arranged end
7. make changes in order to feel more comfortable
8. representation
9. variety
10. written agreement

### Vocabulary Preview, Part B, pages 46–47

1. a. symbol      b. adjust  
c. contract      d. Diversity
2. a. Allowed      b. prohibited  
c. Indefinitely
3. a. Voluntary      b. survive  
c. Permanent

### Vocabulary Preview, Part C, page 47

1. b
2. c
3. a
4. b
5. a

### Listening for Main Ideas, Part B, pages 49–50

1. b
2. b
3. c
4. b
5. b
6. c

### Listening for Details, Part B, page 50

1. first . . . the 17th century
2. 1790s
3. 1892 . . . 12 . . . 1954
4. 1921 . . . 2 million people . . . Germany
5. 290,000



6. Western Europe . . . all over Europe . . . Asia and Latin America
7. 290,000 . . . 700,000 . . . 1 million
8. cultural diversity

## Using Your Notes, Part B, page 51

Sample Answers:

1. Three waves were mentioned.
2. The first wave occurred in the 17th century. Most came from England for opportunity. There were no restrictions on immigration. The second wave occurred between the mid-19th and mid-20th centuries. Most came from Europe because the industrial revolution changed the employment base in Europe and the United States needed factory workers. They also came for the gold rush in the western United States. The third wave began in the 1970s and continues today. People from Asia, Latin America, and other countries come for professional and service jobs.
3. First, the Naturalization Act of 1798 required immigrants to live in the United States a certain number of years before becoming citizens. Second, the Immigration and Naturalization Service was created in 1891. This controlled immigration on a federal level for the first time. Third, the Immigration Act of 1917 restricted who could enter, and in 1921 the quota system was established to control the number of people who entered from specific countries. Fourth, the Immigration Act of 1990 raised the total number of immigrants per year from 290,000 to 700,000.

## Unit 7 Who's Calling the Shots?

### Vocabulary Preview, Part A, page 55

1. a. technique or method b. is the basis of  
c. thinks something is important
2. a. helps b. steady or unchanging  
c. point of view
3. a. tasks or duties b. set up or started c. change
4. a. necessary b. model or example c. correct

### Vocabulary Preview, Part B, page 56

- |                     |                |
|---------------------|----------------|
| 1. values           | 7. perspective |
| 2. vital            | 8. stable      |
| 3. responsibilities | 9. underlies   |
| 4. style            | 10. benefits   |
| 5. paradigm         | 11. modify     |
| 6. organized        | 12. accurate   |

### Vocabulary Preview, Part C, pages 56–57

Sample Answers:

1. We reorganized the office.
2. Do you think it's necessary to remodify the schedule?

3. I guess we need to reconsider who will do each task.
4. The managers decided they needed to reapproach the company's goals.
5. The company is regaining the team feeling.

## Listening for Main Ideas, Part B, page 59

- |         |         |
|---------|---------|
| 1. b, c | 4. a, b |
| 2. a, c | 5. a, c |
| 3. b, c | 6. b, c |

## Listening for Details, Part B, pages 60–61

(Note: Corrected statements may vary.)

1. F (The new manager's changes made it <sup>more difficult</sup> ~~easier~~ for Mrs. Parks to do her job.)
2. F (In the end, the manager decided ~~the employees~~ <sup>to change back to the old</sup> ~~just needed to adjust to the new office organization.~~)
3. T <sup>listens to</sup>
4. F (A strong manager ~~tells~~ <sup>listens to</sup> each employee ~~what to do.~~)
5. T <sup>"Is it clear to you what your responsibilities are?"</sup>
6. F (~~"Do you like the way I treat you?"~~ is an example of a question the manager might ask.)
7. T
8. T
9. F (The manager believes "change for the sake of <sup>not</sup> change" is always good.)
10. F (The speaker believes that the attitudes about employees and managers reflected in the manager's <sup>might have</sup> ~~plan~~ <sup>Japan</sup> ~~started in the United States.~~)

## Unit 8 Right and Wrong on the Net

### Vocabulary Preview, Part A, pages 65–66

- |      |      |      |       |       |       |
|------|------|------|-------|-------|-------|
| 1. b | 2. a | 3. c | 4. a  | 5. b  | 6. c  |
| 7. a | 8. b | 9. c | 10. a | 11. c | 12. a |

### Vocabulary Preview, Part B, pages 66–67

- |               |                 |
|---------------|-----------------|
| 1. instructed | 7. consequences |
| 2. judgments  | 8. guidelines   |
| 3. privacy    | 9. edit         |
| 4. interfere  | 10. utilize     |
| 5. acceptable | 11. decade      |
| 6. enforce    | 12. alter       |

## Vocabulary Preview, Part C, page 67

E: socially responsible, moral judgments, proper use, truthful, rules

C: information technology, download, password

## Listening for Main Ideas, Part B, page 69

1. b 2. c 3. b 4. c 5. a 6. a

## Listening for Details, Part B, page 70

1. F (The speaker believes we all share clear rules of ethical computer use.) <sup>don't</sup> ^
2. F (The Ten Commandments of Computer Ethics are <sup>guidelines</sup> ~~laws~~ the Institute <sup>suggests</sup> ~~enforces~~.)
3. T
4. T
5. T
6. F (The speaker would agree that using someone's password without telling them <sup>is</sup> ~~is not~~ acceptable.) ^
7. T
8. F (The speaker believes that hackers are <sup>not</sup> concerned about the social consequences of what they do.) ^
9. F (According to the guidelines, it's <sup>not</sup> acceptable to put whatever you want on your website.) ^
10. F (The Computer Ethics Institute <sup>wants</sup> ~~tells~~ schools to enforce these rules.)

## Using Your Notes, Part A, page 71

1. O 2. F 3. F 4. O 5. F 6. O

## Using Your Notes, Part B, page 71

Sample Answers:

1. Don't use a computer to harm others.
2. Don't interfere with the computer work of others.
3. Don't snoop in other people's files or e-mail.
4. Don't use a computer to steal.
5. Don't use a computer to lie.
6. Don't copy software that you haven't paid for.
7. Don't use other people's computer resources without asking.
8. Don't appropriate someone else's ideas.
9. Think about the social consequences of the programs you write.
10. Use a computer in ways that are respectful of others.

## Unit 9 Which Way Will It Go?

### Vocabulary Preview, Part A, pages 75–76

1. b 2. a 3. a 4. b 5. b 6. a  
7. a 8. b 9. a 10. a 11. b 12. a

### Vocabulary Preview, Part B, page 76

1. e 2. d 3. f 4. g 5. j 6. i  
7. b 8. a 9. k 10. l 11. c 12. h

### Vocabulary Preview, Part C, pages 76–77

Sample Answers:

1. The lake water became warm as it took in the heat from the sun.
2. Some farming methods damage the environment.
3. The government started a new policy to help solve the problem of high fuel prices.
4. If farmers don't use good farming methods, the land will be damaged and unproductive.
5. Sometimes, methods that have been used for hundreds of years work better than modern methods.
6. After years of pesticide use, the soil becomes filled with chemicals.

## Listening for Main Ideas, Part B, pages 78–79

(Note: Corrected statements may vary.)

1. T
2. F (Dry areas are <sup>increasing</sup> ~~decreasing~~ in size, but becoming <sup>less</sup> ~~more~~ productive.)
3. T
4. F (The speaker emphasizes that <sup>people's actions</sup> ~~weather extremes~~ cause the problem.)
5. F (At this point, experts <sup>are trying</sup> ~~think nothing can be done~~ to alleviate the problem.)

## Listening for Details, Part B, page 79

(Note: Corrected statements may vary.)

1. The speaker is concerned about <sup>land becoming</sup> ~~current deserts~~, like <sup>dry and less productive</sup> ~~the Sahara Desert~~, <sup>expanding</sup>.
2. New dry areas are developing on every continent, <sup>except Antarctica</sup>.
3. As soil gets packed down, <sup>fewer</sup> ~~more~~ plants can grow.

- erodes
4. As trees are cut down, ~~they hold~~ the soil.
- builds up in
5. Irrigation often ~~washes away~~ the salt ~~from~~ the soil.
- Several organizations are local
6. ~~The United Nations is~~ looking for ~~worldwide~~ solutions to the problem.

### Using Your Notes, Part A, page 80

1. soil is compacted
2. overcutting trees
3. farmers use more fertilizer
4. irrigation
5. implement better farming methods

### Using Your Notes, Part B, page 81

1. People's actions—overgrazing animals, overcutting trees, and poor farming methods—are the main reasons for the decline of good land.
2. When they overgraze land, the animals eat too many of the plants, and there aren't enough plants left to hold the soil in place. Then, the topsoil is eroded. Also, as the animals walk around, the soil is compacted and gets very hard. If the soil is too hard, rainwater can't be absorbed into the soil, and the soil stays dry and warm. As the soil gets drier, even fewer plants can grow.
3. Because farmers need to feed more people, they may not let the soil rest. They may also use too much fertilizer. Also, irrigation causes salt to build up in the soil. Eventually the soil is too salty to grow anything.
4. Several organizations are trying to help people in various countries look at their problems and figure out how they can protect their land. They look for local solutions that will work best for each country. This includes looking at what has been done traditionally. It also includes finding ways to use modern methods that respect the culture.

## Unit 10 It's in the DNA

### Vocabulary Preview, Part A, pages 85–86

1. b 2. a 3. c 4. a 5. b 6. a  
7. b 8. c 9. a 10. b 11. a 12. a

### Vocabulary Preview, Part B, pages 86–87

- |                |                  |
|----------------|------------------|
| 1. cell        | 7. potential     |
| 2. trace       | 8. generated     |
| 3. era         | 9. criminal      |
| 4. fundamental | 10. applications |
| 5. compound    | 11. pattern      |
| 6. topic       | 12. visible      |

### Listening for Main Ideas, Part B, page 88

Check the following items: 2, 4, 5, 6, 7

### Listening for Details, Part B, pages 88–89

(Note: Corrected statements may vary.)

- 1953
1. In ~~1860~~, Cricks and Watson described the DNA structure.
  2. In 1962, scientists understood how ~~cells tell DNA~~ what to do. <sup>DNA tells cells</sup>
  3. Your DNA fingerprint is ~~the same as~~ your sister's or your brother's. <sup>different from</sup>
  4. The patterns on a DNA fingerprint form unique ~~blue~~ <sup>black</sup> bars <sup>lines</sup>.
  5. The presence of a certain gene causes a person to ~~develop~~ <sup>have a greater chance of developing</sup> a disease.
  6. Scientists have found a genetic ~~cause~~ <sup>link</sup> for Alzheimer's disease.
  7. The speaker believes DNA ~~doesn't tell us much~~ <sup>tells us a lot</sup> about a person.
  8. The speaker thinks there are more ~~negative than~~ <sup>positive than</sup> ~~negative~~ <sup>positive</sup> effects of DNA testing.

### Using Your Notes, Part A, page 90

Sample Answers:

1. Put criminals in prison
2. Healthcare
3. Huntington's Disease
4. Won't be able to get health insurance
5. Targeted medicine

### Using Your Notes, Part B, page 90

Sample Answers:

1. Scientists take a small sample of someone's hair or blood. Next, they treat the sample with chemicals. Then, they make a film. After that, they note the pattern of the black bars.
2. DNA testing is used to test for the potential for certain diseases and to identify criminals.
3. Positive uses include identifying criminals and freeing innocent suspects, early treatment of diseases, and targeted medicine. Negative uses include not insuring or hiring people who have a greater chance of developing diseases.



## Unit 11 Staying Healthy

### Vocabulary Preview, Part A, page 94

1. b . . . c . . . a
2. b . . . a . . . c
3. b . . . c . . . a
4. c . . . b . . . a

### Vocabulary Preview, Part B, page 95

- |                |                    |
|----------------|--------------------|
| 1. overseas    | 7. allergic        |
| 2. transmitted | 8. resist          |
| 3. medical     | 9. Infectious      |
| 4. exposed     | 10. microorganisms |
| 5. immune      | 11. adapting       |
| 6. incidences  | 12. outbreak       |

### Vocabulary Preview, Part C, page 96

1. c 2. d 3. f 4. b 5. a 6. e

### Listening for Main Ideas, Part B, page 98

1. b 2. a 3. a 4. b 5. b 6. b

### Listening for Details, Part B, page 99

1. b 2. a 3. d 4. c 5. g 6. h 7. e 8. f

### Using Your Notes, Part B, page 100

Sample Answers:

1. International travel spreads disease because people are exposed to new germs they don't have resistance to. When they return home, they also expose the people there to the new germs.
2. Immunity is the ability to fight disease. People need it in order to stay healthy. People usually adapt to the germs where they live. They also usually adapt to the germs that they are exposed to through illness. This is known as "adaptive immunity."
3. An allergic reaction occurs when the body fights something that is not normally dangerous. In a way, the immune system is working too hard.
4. Allergies and infectious diseases are both immune system problems.

## Unit 12 Prepare, Prepare

### Vocabulary Preview, Part A, page 104

Sample Answers:

1. Before the volcano sent smoke, fire, and rocks into the sky, the ground shook a lot.
2. After the hurricane, the government gave the people bottled water to control the spread of disease.

3. The government plans to start an emergency response plan for the city. It will be the first time the city has such a plan.
4. You should have at least three days' worth of supplies ready in case of an emergency.
5. Scientists cannot guess exactly when an earthquake will occur.
6. I can't tell you the exact amount that the rebuilding cost, but it was between one and two million dollars.
7. It's very dangerous to smoke in bed. You could fall asleep and start a fire.
8. People along the coast are forced to leave their homes before a storm strikes because it's too dangerous to stay near the ocean.
9. The heavy rains caused a very big loss of life and property; 50,000 people died and many buildings were lost.
10. After the hurricane, the most important thing for the country to do was rebuild homes for everyone. After that, the government rebuilt the damaged roads.
11. Aid from relief organizations such as the Red Cross makes it possible for countries to feed and clothe disaster victims.
12. It took a long time to repair all the damage from the storm because there was so much damage. It was a long time before things were back to normal.

### Vocabulary Preview, Part B, page 105

1. b . . . a . . . c
2. a . . . c . . . b
3. c . . . b . . . a
4. c . . . a . . . b

### Vocabulary Preview, Part C, page 106

**Natural hazards:** hurricane, typhoon, fire, volcanic eruption, flood, mudflow, tornado, avalanche, tsunami

**Emergency supplies:** radios, food, bottled water, batteries, blanket

### Listening for Main Ideas, Part B, pages 107–108

1. c 2. a 3. b 4. b 5. c 6. c

### Listening for Details, Part B, page 108

(Note: Corrected statements will vary.)

1. F (Hurricanes, earthquakes, and floods are given as <sup>hazards</sup> examples of natural ~~disasters~~.)
2. F (A natural disaster means ~~there is the potential for~~ <sup>has occurred</sup> a lot of damage.)

minimize the effects of

3. F (The speaker wants to find ways to ~~stop~~ natural disasters.)
4. T
5. F (The speaker says developing countries often don't have the money to buy ~~know which~~ building materials ~~to buy~~.)
6. F (After the Nevado del Ruiz eruption in 1985, volcanic mudflows killed ~~15,000~~ <sup>25,000</sup> people.)
7. T
8. T
9. F (The speaker says it is ~~dangerous~~ <sup>necessary</sup> for scientists to use information about natural hazards in other countries to make an emergency plan.)
10. T

### Using Your Notes, Part A, page 109

Sample Answers:

1. predict what will happen, plan
2. provide
3. tell people what to do immediately after natural hazard occurs
4. decide how work will be paid for

### Using Your Notes, Part B, page 109

Sample Answers:

1. A natural hazard is a force in nature that can cause serious problems. Examples are hurricanes, typhoons, and earthquakes. A natural disaster is the damage that actually occurs after a natural hazard hits. The volcano on the Island of Montserrat is an example of a natural hazard. The death and destruction from an earthquake in Kobe, Japan is an example of a natural disaster.
2. Governments find it hard to predict accurately when a natural hazard will occur. Even as information technology improves, scientists can't say exactly when something will happen. Also, governments sometimes don't have the financial resources to use the scientific information.
3. At Nevado del Ruiz, the government couldn't use the information they had, and 25,000 people were killed in mudflows when the volcano erupted. On Montserrat Island, the government was able to use the information to evacuate people, and only 19 people were killed when the volcano erupted.
4. The first part is researching and planning. The second part is organizing and providing people with basic needs immediately following the natural hazard. The third part is recovering by deciding who will rebuild, when they will rebuild, and how to pay for it.